

# TOLLESON UNION HIGH SCHOOL DISTRICT



**Literacy**



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Skills:.....	Error! Bookmark not defined.



### Course Overview

*What is the intended purpose and goal of this course? Who is the audience?*

#### Background Information

<b>Course Title:</b>	Literacy		
<b>Content Area:</b>	Language Arts	<b>Other/Additional Content Area(s):</b>	Supports literacy across all content areas
<b>Grade Level(s):</b>	<input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Other	<b>Time Frame:</b>	<input type="checkbox"/> One Semester <input checked="" type="checkbox"/> Two Semesters <input type="checkbox"/> Other
<b>Other:</b>	Listed as a Language Arts elective in the TUHSD Academic Planning Guide.		

#### Description:

Literacy is a supplemental course to develop and enhance the reading, writing, speaking, listening, and thinking skills used in all content area courses both in high school and college through the use of high-interest texts and topics. Students are challenged to apply these skills through the use of debate, research, speeches, writing, and media presentations. This performance-based course fosters literacy through authentic tasks.

#### Goal(s):

The goal of this course is for students to reach an independent growth goal related to their reading, writing, speaking, listening, and thinking skills, measured a rubric used for pre-, mid-, and post-assessment.



### Stage 1: Desired Results

*What goals, content standards, and desired understandings will shape this course?*

**Established Goals:** Identify and prioritize the content standards that guide this course.

#### Reading Informational Text

Code	Standard	Unit(s)
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2 4
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	1 2
9-10.RI.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	2
9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter).	4
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	1
9-10.RI.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	3
9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	1 4

#### Writing

Code	Standard	Unit(s)
9-10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1 4
9-10.W.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	1 4
9-10.W.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	1 4
9-10.W.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	1 4
9-10.W.1e	Provide a concluding statement or section that follows from and supports the argument presented.	1 4



### Stage 1: Desired Results, Continued

<u>Writing, Continued</u>		
Code	Standard	Unit(s)
9-10.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	2 4
9-10.W.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	2 4
9-10.W.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	2 4
9-10.W.2c	Use appropriate and varied transitions that link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	4
9-10.W.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2 4
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	1 2 3 4
9-10.W.4a	Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, notes/memo, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which development, organization, and style are appropriate to task, purpose, and audience.	2
9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1 2 3 4
9-10.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	3
9-10.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	4
9-10.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	4



### Stage 1: Desired Results, Continued

#### Writing, Continued

Code	Standard	Unit(s)
9-10.W.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	1 2 3 4

#### Speaking & Listening

Code	Standard	Unit(s)
9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	1 2 3 4
9-10.SL.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issues to stimulate a thoughtful, well-reasoned exchange of ideas.	1 2 3 4
9-10.SL.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	1 2 3 4
9-10.SL.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in the discussion; and clarify, verify, or challenge ideas and conclusions.	1 2 3 4
9-10.SL.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	1 2 3
9-10.SL.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	3 4
9-10.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	1
9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	1 2 4
9-10.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	1 3 4
9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1 2 4



### Stage 1: Desired Results, Continued

Language		
Code	Standard	Unit(s)
9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1 2 3 4
9-10.L.1a	Use parallel structure.	1
9-10.L.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	2
9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1 2 3 4
9-10.L.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	2

**Enduring Understandings:** List the big ideas that students will understand through this course.

★ Literacy is becoming a critical thinker by developing proficiency in all forms of communication – reading, writing, speaking and listening – and using those to understand the world around you.

1 High school students can advocate for their point of view and affect change by researching their beliefs to find support for them, using persuasive language, and speaking with tone appropriate for their audience.

2 College and career ready students focus on an end goal and gain experiences through school and outside of school that align with and prepare them for that goal.

3 The advancement and use of technology shapes the ways in which people communicate with each other and require us to be aware of the consequences of our words.

4 Strong literacy skills empower people to make change because they are able to be informed, critically analyze situations, and communicate their goals and values effectively.

**Essential Questions:** What will students *be able to do* as a result of their learning in this course?

★ What is literacy?

1 How can high school students advocate for their point of view and take responsibility for affecting change?

2 What skills can I develop today to prepare for tomorrow?

3 How has technology had an impact on communication?

4 How do effective communication skills contribute to my impact on society?

#### Knowledge:

*Students will know...*

- 1 2 3 4
- 

#### Skills:

*Students will be able to...*






- 1 2 3 4
-



## Stage 2: Acceptable Evidence

*What evidence will show the students understand the course content?*

**Performance Tasks:** Through what authentic performance task(s) will students demonstrate desired understanding? By what criteria will performances of understanding be evaluated?

Unit	Performance Task Description		
 <b>Descriptive Communication</b>	<p><b><u>Artifact Collection &amp; Presentation</u></b></p> <p>In an effort to define literacy, students will explore the concept of literacy by collecting and analyzing examples of literacy. In a collaborative group, students will develop a definition of literacy, using their artifacts as evidence supporting their definition. Students will present their findings to the class.</p> <p><i>Note: This is a pre-assessment for the course. Teachers will use a rubric evaluating the content, communication, and thinking skills demonstrated through this project to collect baseline data relative to the course goals. As such, teachers will not provide instruction on presentation skills at this point in the curriculum.</i></p>		
 <b>Persuasive Communication</b>	<p><b><u>Debates</u></b></p> <p>Students will work collaboratively to develop an understanding of a relevant topic and collect information for their argument. Students will craft opening statements and arguments with relevant details that support the expressed opinion. Students will apply compare/contrast and addition transitional words and phrases to clarify the relationships between their ideas, and present these ideas by participating in a debate on their topic.</p>	<p><b><u>Proposal</u></b></p> <p>Students will expand upon the topic they focused on during the debates by examining a solution for their problem. Together, teams of students will identify money-based solutions to their problems and develop proposals for solving the problem with \$100,000. Ultimately, teams will present their proposals, competing against others with the same problem for the money.</p>	
 <b>Expository Communication</b>	<p><b><u>Letter of Intent</u></b></p> <p>After researching a career and the skills necessary for success in that career, students will write a letter of intent, explaining two qualities necessary for success in that career.</p>	<p><b><u>Career Portfolio</u></b></p> <p>Students will polish the documents created throughout the unit to create a portfolio including: resume, letter of intent, peer evaluation from interview, and follow up letter. The documents will reflect the skills necessary for their chosen career, as well as those present in the 21<sup>st</sup> century workplace.</p>	
<b>Semester 1 Final Exam</b>	<p>After learning persuasive communication skills and creating a career portfolio, students will reflect upon the impact of literacy and their growth throughout the semester. Students will prepare and present their portfolio and reflection to the class. Teachers will evaluate student growth in content, communication and thinking skills from the pre-assessment portfolio presentation.</p>		
 <b>Technology &amp; Communication</b>	<p><b><u>Taskforce Social Contracts</u></b></p> <p>Using dilemmas presented, students will develop a 5-rule social contract written for specific audiences. The social contracts will reflect their understanding how audience, as well as the impact of technology on our communication.</p>		
 <b>Research &amp; Synthesis</b>	<p><b><u>Call to Action Paper</u></b></p> <p>Students will research a particular topic and demonstrate their knowledge of researching skills and expository and persuasive communication in call to action paper on their topic. Their paper will include citations from credible sources and a works cited page.</p>	<p><b><u>Call to Action Speech</u></b></p> <p>Students will take their call to action paper and develop a speech, practicing the difference between written and oral language. The goal of their speech is to persuade others to be concerned about their cause. Students will utilize a visual aid in their speech.</p>	<p><b><u>Communication Portfolio</u></b></p> <p>After researching, writing, and presenting on a particular topic, students will develop a communication portfolio to showcase the different types of communication pieces they would use to further raise awareness of their cause. The portfolio will include some technology-based communication to demonstrate appropriate use of tools such as social networking, e-mail campaigns, blogs, etc.</p>
<b>Semester 2 Final Exam</b>	<p>After learning about the impact of technology on communication and creating a communication/PR portfolio based on their call to action research, students will reflect upon the impact of literacy and their growth throughout the semester. Students will prepare and present their portfolio and reflection to the class. Teachers will evaluate student growth in content, communication, and thinking skills from the pre-assessment and mid-year portfolio presentations.</p>		



## Stage 2: Acceptable Evidence, Continued

**Other Evidence:** Through what other evidence (e.g., quizzes, tests, journals, etc.) will students demonstrate achievement of desired results?

Throughout the course, teachers will continuously assess student progress. Methods for assessing student progress will include, but not be limited to:

- Questioning strategies
- Review of informal assignments
- Exit tickets
- Observation during collaborative work
- Signaling (e.g., colored cards, white boards, hand gestures)

**Student Self-Assessment & Reflection:** How will students reflect up on and self-assess their learning?

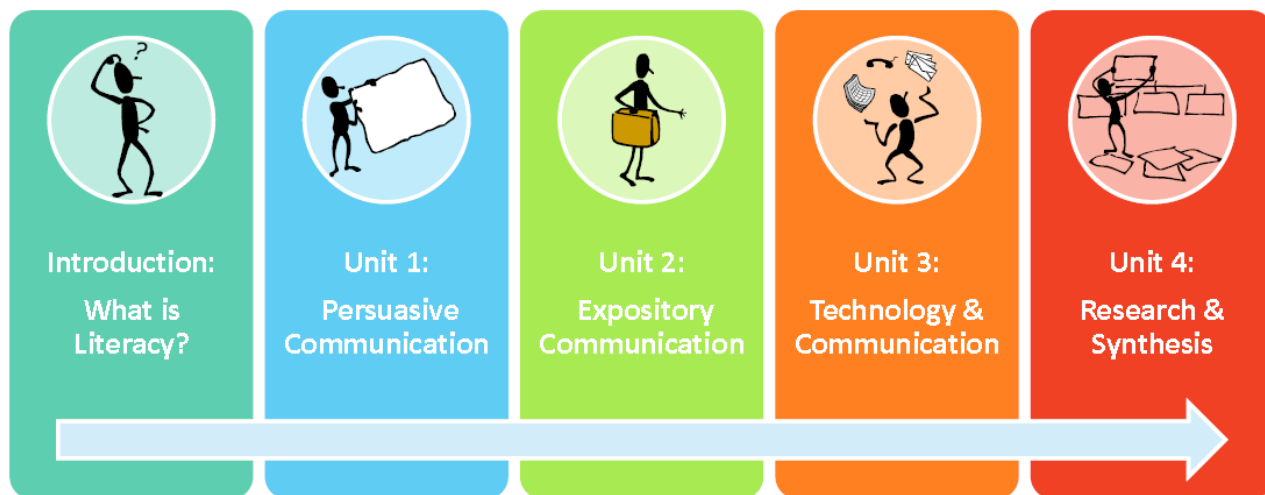
Student self-assessment and reflection is an integral part of the literacy course. In each unit, students will engage in self-assessment and reflective activities, including:






- Responding to metacognitive prompts and questions
- Using rubrics to evaluate work



## Stage 3: Learning Plan

*What learning opportunities will help students understand the course content?*



Unit Timing & Topic		Assessments
 2 weeks Quarter 1	<b>Introduction to Literacy</b> What is literacy?	<b>Quarter 1:</b> <b>Artifact Collection &amp; Presentation</b> ( <i>Pre-Assessment</i> )
 9 weeks Quarters 1 & 2	<b>Persuasive Communication</b> How can high school students advocate for their point of view and take responsibility for affecting change?	<b>Quarter 1:</b> <b>Debates</b> ( <i>Mid-Unit Assessment</i> )  <b>Quarter 2:</b> <b>Proposal</b> ( <i>End-of-Unit Assessment</i> )
 7 weeks Quarter 2	<b>Expository Communication</b> What skills can I develop today to prepare for tomorrow?	<b>Quarter 2:</b> <b>Letter of Intent</b> ( <i>Mid-Unit Assessment</i> ) <b>Career Portfolio</b> ( <i>End-of-Unit Assessment</i> )
 5 weeks Quarter 3	<b>Technology &amp; Communication</b> How has technology had an impact on communication?	<b>Quarter 3:</b> <b>Taskforce Social Contract</b> ( <i>End-of Unit Assessment</i> )
 12 weeks Quarters 3 & 4	<b>Research &amp; Synthesis</b> How do effective communication skills contribute to my impact on society?	<b>Quarter 4:</b> <b>Call to Action Paper</b> ( <i>Mid-Unit Assessment</i> ) <b>Call to Action Speech</b> ( <i>End-of-Unit Assessment, Pt. 1</i> ) <b>Communication Portfolio</b> ( <i>End-of-Unit Assessment, Pt. 2</i> )



## Stage 3: Learning Plan, Continued

### Introduction to Literacy

By the end of this unit, students will know the classroom expectations, consequences, and procedures. Additionally, students will have developed a definition of literacy and completed a pre-assessment presentation.

### Unit 1: Persuasive Communication

#### Established Goals:

#### Reading Informational Text

Code	Standard
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### Writing

Code	Standard
9-10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9-10.W.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
9-10.W.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
9-10.W.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
9-10.W.1e	Provide a concluding statement or section that follows from and supports the argument presented.
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
9-10.W.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



### Stage 3: Learning Plan, Continued

#### Speaking & Listening

Code	Standard
<b>9-10.SL.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>9-10.SL.1a</b>	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issues to stimulate a thoughtful, well-reasoned exchange of ideas.
<b>9-10.SL.1b</b>	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
<b>9-10.SL.1c</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>9-10.SL.1d</b>	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>9-10.SL.3</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<b>9-10.SL.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<b>9-10.SL.5</b>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>9-10.SL.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### Language

Code	Standard
<b>9-10.L.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>9-10.L.1a</b>	Use parallel structure.
<b>9-10.L.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



## Stage 3: Learning Plan, Continued

### Unit 2: Expository Communication

#### Established Goals:

#### Reading Informational Text

Code	Standard
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RI.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### Writing

Code	Standard
9-10.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
9-10.W.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
9-10.W.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9-10.W.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
9-10.W.4a	Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, notes/memo, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which development, organization, and style are appropriate to task, purpose, and audience.
9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
9-10.W.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



### Stage 3: Learning Plan, Continued

#### Speaking & Listening

Code	Standard
<b>9-10.SL.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>9-10.SL.1a</b>	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issues to stimulate a thoughtful, well-reasoned exchange of ideas.
<b>9-10.SL.1b</b>	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
<b>9-10.SL.1c</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>9-10.SL.1d</b>	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>9-10.SL.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<b>9-10.SL.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### Language

Code	Standard
<b>9-10.L.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>9-10.L.1b</b>	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>9-10.L.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>9-10.L.2a</b>	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.



### Stage 3: Learning Plan, Continued

#### Unit 3: Technology & Communication

##### Established Goals:

##### Reading Informational Text

Code	Standard
9-10.RI.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

##### Writing

Code	Standard
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
9-10.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
9-10.W.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

##### Speaking & Listening

Code	Standard
9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9-10.SL.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issues to stimulate a thoughtful, well-reasoned exchange of ideas.
9-10.SL.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
9-10.SL.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in the discussion; and clarify, verify, or challenge ideas and conclusions.
9-10.SL.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
9-10.SL.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
9-10.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



## Stage 3: Learning Plan, Continued

### Language

Code

Standard

9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



## Stage 3: Learning Plan, Continued

### Unit 4: Research & Synthesis

#### Established Goals:

#### Reading Informational Text

Code	Standard
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter).
9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### Writing

Code	Standard
9-10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9-10.W.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
9-10.W.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
9-10.W.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
9-10.W.1e	Provide a concluding statement or section that follows from and supports the argument presented.
9-10.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
9-10.W.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
9-10.W.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9-10.W.2c	Use appropriate and varied transitions that link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9-10.W.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.



### Stage 3: Learning Plan, Continued

<b>9-10.W.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>9-10.W.7</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>9-10.W.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>9-10.W.10</b>	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Speaking & Listening

Code	Standard	Unit(s)
<b>9-10.SL.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
<b>9-10.SL.1a</b>	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issues to stimulate a thoughtful, well-reasoned exchange of ideas.	
<b>9-10.SL.1b</b>	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	
<b>9-10.SL.1c</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in the discussion; and clarify, verify, or challenge ideas and conclusions.	
<b>9-10.SL.2</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
<b>9-10.SL.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
<b>9-10.SL.5</b>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
<b>9-10.SL.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

#### Language

Code	Standard	Unit(s)
<b>9-10.L.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>9-10.L.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	